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ABSTRACT

Latent factors involved in sex role determination in higher education and the professions were studied using educational and occupational data on the population of male and female students at each member college of the Metropolitan Junior College District, the population of non-academic staff employed by the district, the population of academic faculty maintaining full-time franchisement in three given community colleges, and the population of professional administrative personnel. Data collected and tabulated related to (1) institutional sex ratios, (2) sex distribution in curriculum programs, (3) sex distribution on non-college occupational program advisory committees, (4) sex membership and participation in student activities organizations, (5) salary range ascription by sex for occupational and transfer program graduates, (6) sex distribution of non-academic Metropolitan Junior College District personnel, (7) patterns of promotion of non-academic personnel, (8) sex distribution of academic Metropolitan Junior College District administrative personnel, (9) patterns of promotion of administrative personnel, (10) sex distribution of district member college faculty, and (11) sex distribution for membership of district-wide and member college organizational committees. The study population consisted of 9,282 persons. Data, analyzed by use of a basic comparison (by inspection) method, show that the status of women in higher education and the professions is predetermined as a function of early childhood socialization. The findings relevant to the status of women in the Metropolitan Junior College District provide documentary evidence of imbalanced sex distribution in higher education. Statistical data are given in tables. (DB)

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THE STATUS OF WOMEN IN HIGHER EDUCATION AND THE PROFESSIONS: METROPOLITAN JUNIOR COLLEGE DISTRICT, 1971-1972

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PREFACE

The concept of women's status in higher education and the professions is currently one of the most focal concerns in American higher education. Numerous investigations are now under way in the form of institutional self-studies, state-level investigations, and federally-sponsored research inventories that maintain as a central objective the determination of sex-role status in academe. This study falls into the first category of the three research categories articulated above--a district-wide self-study of the status of women in student, faculty, administrative, and non-academic subcultures of member colleges of the Metropolitan Junior College District.

In July, 1971, the United States Office of Education presented an Institute at the University of Pittsburgh entitled "Crisis: Women in Higher Education." This Institute served as a stimulus for district commitment to the problem of evaluation of the status of women in higher education and the professions as viewed within the framework of its three member colleges--Longview, Maple Woods, and Penn Valley Community Colleges. A fifteen-member ad hoc committee on the Status of Women was formulated and activity was undertaken by representatives from student, faculty, administrative, and non-academic subcultures on three specific objectives:

1. Investigation of the current status of women in the Metropolitan Junior College District,
2. Identification of manifest and latent factors relevant to sex discrimination in higher education and the professions, and
3. Development of recommendations pertinent to the relaxation of sex-linked constraints on the status of women in higher education.

These objectives comprised the essential nuclues of the study and the results, conclusions, and implications that follow are delineated in a framework adherent to guidelines established in the district publication, "Prospectus on Research in the Metropolitan Junior College District," August, 1972.

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October, 1972

THE STATUS OF WOMEN IN HIGHER EDUCATION AND THE PROFESSIONS: METROPOLITAN JUNIOR COLLEGE DISTRICT, 1971-1972

Introduction

Sex discrimination associated with undergraduate student tenure in diverse institutions of higher education as well as membership within a distinctive network of role and status relationships which comprise the basic fabric of faculty, administrative, and non-academic professional subcultures, does not simply begin when a woman elects to enter the college environment as a student or employee. Rather, its roots reach far back to the cumulative effects of earlier sex differentation processes: socialization for "appropriate" sex roles; differential treatment accorded to males and females by parents, teachers, peers, and various significant other persons encountered throughout adolescence and early adulthood; differential opportunity for access and admission to undergraduate schools; and perhaps foremost, the divergence between males and females in terms of curricular fields available for selection and entrance. As a result, it is conceivable that when women begin to crystallize their final educational and occupational objectives, they may bring to bear entirely different interests, aspirations, expectations, educational background, and life experiences on the decision-making process than those of their male counterparts.

Although data relevant to sex discrimination in academe has mounted in the past several years (Robinson, 1971; Astin and Bayer, 1971; Cross, 1971; American Association of University Women, 1971; Clifford and Wolster, 1971), most studies have been somewhat unsystematic and limited. For example, several investigations have been based upon the determination of numerical distribution of women in institutions of higher education. Specifically, the objective of these studies has been to examine the extent to which women are differentially represented in various fields of study

according to their status as students, instructors, or department chairmen. On the other hand, a number of studies have been directed toward the intra-institutional assessment of proportional distributions of men and women within ranks or comparisons of average intra-rank salaries of men and women. However, since these studies have not been designed to consider systematically such differences in individual background as type of degree, curricular field of study, pattern of promotion, and length of employment--all criteria for sex discrimination in higher education--the function of research must be one of investigating latent factors which may account for sex discrimination in the world of work and equal opportunity.

Model Framework

The objective of the current study will be to focus upon latent factors involved in sex role determination in higher education and the professions. Some of the factors which may differentiate between men and women in higher education are presented in the status equilibration model in Table I.[1] They are organized in such a way that primary consideration is given to (1) the life-phase sequence in which sex discrimination is most likely to occur (i.e., adolescence, early adulthood, adulthood) as well as (2) the primary referents who are most apt to influence educational decision-making during each life phase.

Briefly, as is apparent in the model, there are three major life phases in which sex role discrimination takes form: Adolescence, Early Adulthood, and Adulthood. A second dimension of the model accounts for the existence of ten discriminant factors which may lead to the equilibration of sex role status in higher education and the world of work.[2]

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[1]Used here, the status equilibration model is realized as an equilibrium model wherein status solidification (of women) occurs as a function of sex discrimination and status role determination during sequential life phases

[2]In this sense, a discriminant factor may be recognized as a manifest life-phase checkpoint or empirical point in time at which a decision (e.g., attend college, work, enter graduate school, etc.) must be made that will shape the social and professional status of women in higher education and the world of work.

TABLE I. Model of Latent Determinants of Sex Discrimination in Higher Education and the Professions

Life Phase	Discriminant Factor		Primary Referents for Status Equilibration
I Adolescence (pre-college)	(a) Secondary school graduation		Parents, high school faculty, agemates
	↓		
	(b) Expressed intention to enroll in college		Parents, high school faculty, agemates
	↓		
	(c) Actual admission to college		College administrative personnel
II Early Adulthood (college tenure)	(a) Admission to a specific curricular program		Parents, college faculty, college administrative personnel
	↓		
	(b) College graduation: associate or baccalaureate degree		College faculty and administrative personnel
III Adulthood (post college)	(a) Academic	Non-Academic	
	Academic personnel in higher education	Clerical and supervisory personnel in higher education and the professions	College faculty and professional contacts
	↓	↓	
	Decision to enter graduate education program	Vocational entry (salary and rank)	College faculty and professional contacts
	↓	↓	
	(b) Actual admission to and tenure within graduate program	Job tenure, promotion, and work activities	Graduate faculty and professional peers
	↓		
	(c) Graduation and job entrance (salary, rank, and tenure)		Graduate faculty
	↓		
	(d) Promotional patterns and professional activities		Professional peers

Lastly, a symbolic interaction perspective is utilized to focus attention on a third dimension of the status equilibration model: the role and status structure of various classes of persons who as a function of their social and professional status in familial, economic, and educational institutions in American society, have the capacity to influence educational decision-making processes undertaken by women. Therefore, the proposition is advanced that sex role differentiation and socialization, the operational stages of which are delineated in the equilibration model above is a causative factor in the gradual evolution of sex discrimination in higher education and the professions. A review of recent literature relevant to sex role determination in academe provides ample documentation of this proposition.

Review of Literature

A number of research reports have been articulated that address the issue of women's status in higher education and the professions. Perhaps the most seminal report relevant to the status of women is that of Cross (1971) who maintains that women are restricted in terms of entry into college due to the latent cultural belief that women are not suited for work requiring sustained intellectual effort. Other research reports (Caldwell and Hartnett, 1967; Froomkin, 1970; Knoell, 1970; Cross, 1971) have presented documentary evidence of the relatively low proportion of women in prestige undergraduate schools and the reluctance of graduate and professional schools to admit large numbers of women. Yet in terms of the criteria by which academic performance is traditionally evaluated--test scores, grades, and intellectual values--women are able, interested, and high achieving students (Anastasi, 1958; Tillery, et al., 1966; Herst and Yonge, 1968). Moreover, an extensive review of literature related to measurement of academic ability indicates no important differences between men and women with respect to their potentials for academic accomplishment.

At present there are a number of indicators of the underprivileged role of women in higher education: the number of intellectually gifted women who do not enter college, the number of academically capable women who do not complete baccalaureate degree programs because of marriage or family intervention, the relatively low but increasing percentage quota of women planning to attend graduate school, the minority group status of the increasing number of women who choose to enter academe, and the emotional punishment suffered by women who are forced to participate in a masculine-oriented academic reward system. All of these indicators lead to a single phenomenen: the inevitable participation of women in a higher education value system that has been established and reinforced by men. However, it is a logical extension of this phenomenen to propose that willingness to compete in a male-dominated value system may be a sign that one accepts the values competed for. Therefore, while women, through this paradoxical form of logic, are encouraged to adopt a masculine-oriented higher education value system, they at the same time are evaluated as aggressive and unrealistic in trying to compete in a complex organizational system dominated by men--a system that promotes intellectual aggressiveness as a given basis for academic and economic success.

The primary problem for women in higher education and the professions is the timing of college education and work (Cless, 1969; Cross, 1971; Bayer and Astin, 1972). The expectation that the growth years between eighteen and twenty-five will be devoted to uninterrupted study and career choice has long been a characteristic of academe. Women by necessity must often follow a discontinuous plan of full-time study--a plan requiring of them an interrupted sequence of full-time study, characterized by short breaks between or slow pursuit of the baccalaureate degree, the master's degree, and lastly the doctorate degree. Moreover, higher education and the professions at all levels have traditionally ascribed a negative value perspective to the failure of students and workers to follow an academic or employment pattern consecutive in time and specialized in content. In this sense, few, if any,

educational or professional work programs in American colleges have allowed for the acceptance of discontinuous study and employment during the most intellectually productive years of a woman's life: the years comprising a growth span from adolescence to adulthood when planned, purposeful progression of women in higher education and the professions may adhere to a mold different than that of men. Women, in terms of their ascribed status in the academic community and world of work, have been trained to avoid the social responsibility required by a changing world (Flanagan, 1964; Tillery et al., 1966; Cless, 1969; Knoell, 1970; Froomkin, 1970; Cross, 1971; Bayer and Astin, 1972).

Method and Procedure

The general procedure for this study was to collect educational and occupational data on the population of male and female students at each member college of the Metropolitan Junior College District, the population of non-academic staff employed by the district, the population of academic faculty maintaining full-time franchisement in Longview, Maple Woods, and Penn Valley Community Colleges, and the population of professional administrative personnel. Data were collected and tabulated relevant to (1) institutional sex ratios, (2) sex distribution in curriculum programs, (3) sex distribution on non-college occupational program advisory committees, (4) sex membership and participation in student activities organizations, (5) salary range ascription by sex for occupational and transfer program graduates, (6) sex distribution of non-academic Metropolitan Junior College District personnel, (7) patterns of promotion of non-academic personnel, (8) sex distribution of academic Metropolitan Junior College District administrative personnel, (9) patterns of promotion of administrative personnel, (10) sex distribution of district member college faculty, (11) sex distribution for membership of district-wide and member college organizational committees.

The formal population consisted of 9282 persons identified as full-time and

part-time students, 237 persons formally recognized as full-time faculty, 27 persons maintaining an administrative franchisement with the Metropolitan Junior College District, and 188 persons classified as non-academic personnel. During the Summer Semester 1972, frequency data were tabulated relevant to each of the ten variables above as determined according to the following classification scheme:

1. Full-time/Part-time students (N=9282)
   - (a) institutional sex ratios
   - (b) sex distribution in curriculum programs
   - (c) sex membership and participation in student activities organizations
   - (d) salary range ascription by sex for occupational and transfer program graduates
2. Non-academic personnel (N=188)
   - (a) sex distribution of non-academic personnel within member colleges of the Metropolitan Junior College District
   - (b) patterns of promotion among non-academic personnel
3. Administration (N=27)
   - (a) sex distribution of administrative (academic) personnel
4. Full-time faculty (N=237)
   - (a) sex distribution of district member college faculty
   - (b) sex distribution of faculty in terms of membership on college and district-wide organizational committees
5. External advisory committees (N=22)
   - (a) sex distribution on non-college occupational program advisory committees

The frequency tabulations were organized in terms of a cross-sectional format with attention focused on the independent variables of women's status in higher education and the professions at one isolated point in time. The data were analyzed using a basic comparison (by inspection) method by which raw percentage differentials

between data categories were separated and described. This method provided a foundation for the baseline assessment of sex-linked differences in college selection and entrance, curriculum program choice, occupational salary ascription, patterns of promotion, sex distribution of faculty, and female membership on academic committees.

Results

A result of the factor that four intra-institutional subcultures (students, non-academic personnel, administrative personnel, and full-time faculty) and one extra-institutional subculture (citizens' advisory committee) were studied was the decision that data be organized according to (1) the population or subculture under investigation and (2) the variable pool relevant to each subculture. The first format studied was the aggregate student body of the Metropolitan Junior College District and the first variable under consideration was the sex distribution of full-time and part-time students at member colleges of the district. Table II reveals that for the district as a whole, 57 percent of the total headcount enrollment for the 1971-1972 academic year was comprised of male students. Individual college differences are noticeable as Penn Valley Community College yields a greater overall percentage distribution (49 percent) of female students than is present in Longview and Maple Woods Community Colleges (34 and 38 percent respectively).

On the basis of these data, it would appear that women are somewhat under-represented (43 percent) in the total enrollment composition of the Metropolitan Junior College District. If a more detailed analysis were to be pursued in which comparison would be undertaken of the raw percentage distribution of the female enrollment in the district with the general percentage distribution of females aged 15 through 19 in the Kansas City metropolitan area in 1971, it is estimated that district enrollment (by sex proportion) would fall 9 percent short (43/100) of the total female proportion (52/100) represented in the Kansas City metropolitan

population.[3] This comparison would seem to indicate that the 9 percent disparity between sex proportionality in the district and the general population is reflective of a relative lack of female involvement in two-year college education directly following completion of post-secondary education. A result of several research investigations (Knoell, 1962; Medsker and Trent, 1965; Cross, 1968; Carnegie Commission on Higher Education, 1968; American Council on Education, 1972) undertaken by various higher education personnel has been the documentation of a phenomenen known as discontinuous or "delayed" education--a phenomenen wherein post-secondary educational plans are delayed until personal, social, financial, and/or occupational stability is obtained. Therefore, a logical outcome of discontinuous education is the relative decrease in proportion of women involved in higher education at the age levels seventeen to nineteen.

TABLE II. Sex Distribution of 1971-1972 Enrollment of Member Colleges of the Metropolitan Junior College District

	SEMESTER									
College	Fall, 1971				Spring, 1972				Total	
	Male		Female		Male		Female		Male	Female
Longview	1758	66%	934	34%	1589	67%	790	33%	3347 66%	1724 34%
Maple Woods	1072	62%	661	38%	943	62%	567	38%	2015 62%	1228 38%
Penn Valley	2919	52%	2256	48%	2065	49%	2288	51%	4684 51%	4544 49%
District	5259	58%	3841	42%	4797	51%	3645	43%	10,056 57%	7486 43%

A second variable relevant to systematic assessment of women's status in higher education is the index of sex distribution in the arts and science and occupational

[3] The female sex distribution quotient of .52 (52/100) relative to the Kansas City metropolitan region was developed through a twelve-year forward extrapolation of age-rank population statistics excerpted from the document, U. S. Census of Population: 1960 General Population Characteristics, Missouri Final Report PC (1)-27B.

curriculum programs currently inclusive of enrollment in member colleges of the Metropolitan Junior College District. Table III indicates that women students are predominantly represented in sterotypical sex-linked occupational programs such as secretarial science, allied health, and medical technologies--specifically, 99 percent of all part-time and full-time students enrolled in secretarial science are women.

Another phenomenen observable in Table III is the virtual non-representation of women in traditionally male-dominated curriculum fields such as aerospace technology, automotive technology, electronics, drafting, traffic engineering technology, and engineering technology. A small number of women are enrolled in data processing technology, accounting and general business, and mid-management technology, but the actual percentage of female enrollment relative to male enrollment (22 percent, 26 percent, and 30 percent respectively) is too diminutive to be significant. It is readily capable of observation that 21 percent of all female students and 20 percent of all male students are enrolled in occupational programs as compared to college transfer curriculum programs. On this basis, it would appear that the Metropolitan Junior College District is meeting the occupational needs of the aggregate student subculture on an equal opportunity basis--a conclusion which is not justified when analysis is undertaken of the sex distribution of enrollment within each curriculum program. Clearly the under-representation of women in the traditionally male-dominated fields are an indication of latent sex discrimination in higher education. Moreover, there is evidence of vacillation in educational and occupational decision-making among female students as fully 50 percent of women students in the Metropolitan Junior College District demonstrate a tendency to postpone curriculum field selections until a later stage of college tenure. This phenomenen occurs with much less freqeuncy among male students as 2124 or 39 percent elected to delay curriculum field decision-making until a later point in college tenure.

TABLE III. Sex Distribution in Curriculum Programs Inclusive of Enrollment in the Metropolitan Junior College District

	First Year				Second Year				Total			
	Male		Female		Male		Female		Male		Female	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
I. Business Related:												
A. Acctg/Gen.Bus.	96	59	32	20	32	47	13	20	128	56	45	20
B. Sec/Clerical	1	1	108	68	1	1	38	58	2	1	146	65
C. Hotel/Res.Mgmt.	16	10	2	1	15	22	2	3	31	14	4	2
D. Mid.Mgmt.	39	24	14	9	17	25	10	15	56	24	24	10
E. Other	9	6	3	2	3	4	2	3	12	5	5	2
TOTAL	161	100	159	100	68	100	65	100	229	100	224	99
II. Data Processing Technique:												
A. Data Processing	96	100	30	100	41	100	9	100	137	100	39	100
TOTAL	96	100	30	100	41	100	9	100	137	100	39	100
III. Allied Health and Medical Technology:												
A. Dental Asst.	1	2	25	8	0	--	21	19	1	1	46	11
B. Nursing Program	9	17	184	60	6	22	66	59	15	19	250	60
C. Inhal.Therapy	28	52	18	6	16	59	11	10	46	54	29	7
D. Other	16	30	78	26	5	19	13	12	21	26	91	22
TOTAL	54	101	305	100	27	100	111	100	83	100	416	100
IV. Engineering & Industrial Technology:												
A. Aerospace Tech.	22	10	0	--	8	9	1	50	30	9	1	5
B. Auto.Tech.	59	25	0	--	21	22	0	--	80	25	0	--
C. Electronics	45	19	0	--	14	15	0	--	59	18	0	--
D. Drafting	34	15	2	11	16	17	1	50	50	15	3	14
E. Other	71	31	17	89	33	36	0	--	104	32	17	81
TOTAL	231	100	19	100	92	99	2	100	323	99	21	100
V. Public Service Relations:												
A. Adm.of Justice	86	69	3	5	21	66	3	23	107	69	6	9
B. Day Care	2	2	49	84	0	--	8	62	2	1	57	88
C. Other	36	29	6	10	11	34	2	15	47	30	8	12
TOTAL	124	100	58	100	32	100	13	100	156	100	71	100
VI. Occupational Program Total Enrollment:	666		571		260		200		938		765	
College Transfer Programs: TOTAL	1408		839		846		452		2264		1291	
Special/Unclassified Curriculum Programs: TOTAL	485		469		1639		1600		2124		2069	

During the course of student tenure in the public community college, an integral segment of student life is the campus activities complex or what has materialized in higher education as the sociability index. Measures of various aspects of this complex have been many: personality scales measuring sociability; instruments indicating degree of "social adjustment"; and self-rating indices of extensivity and intensivity of actual participation in campus activities. Table IV presents data relevant to the extensiveness of women students in campus activities at member colleges of the Metropolitan Junior College District. Although limited data is available on participation of women students in student affairs and governance, it is apparent that at Longview, Maple Woods, and Penn Valley Community Colleges, women are underrepresented (34 percent) in the student activities complex. Furthermore, the data are reflective of the factor that in a majority of student activities organizations, the actual percentage of women students involved does not approach their percentage distribution in the total student population. Lastly, it is significant to note that although accurate data could not be obtained with respect to the number of women students who retained membership in district and college coordination committees, it would be interesting to examine the extensiveness of participation of women in academic governance.

The fourth variable given consideration as an index of women's status in the student subculture of higher education is the sex distribution of women in terms of salary range ascription by occupational and transfer program degree attainment. Table V reveals that Business, Industrial, and Public Service occupational fields attract the greatest number of transfer program graduates. A more intensive analysis indicates, however, that whereas male transfer graduates are concentrated primarily in the Business and Industrial occupational fields with a mean salary range of $7,000 to $10,000, female transfer graduates exhibit a greater tendency to enter the Allied Health and Public Service fields at a mean salary range ascription of $5,000 to $9,000. Moreover, when a review is undertaken of mean salary ranges attained by

TABLE IV. Sex Membership and Distribution of Women Students in Activities Organizations

College and Organization	MEMBERSHIP			
	Male		Female	
LONGVIEW				
(a) Student Senate	9	55%	7	45%
(b) Student Government Executive Committee	3	75%	1	25%
(c) Social Committee	7	50%	7	50%
(d) Club Executive Committee	11	58%	8	42%
(e) Budget Committee	3	60%	2	40%
(f) Continuance Committee	5	71%	2	29%
MAPLE WOODS				
(a) Student Senate	10	60%	6	40%
(b) Social Committee	3	50%	3	50%
(c) Publicity Committee	4	100%	0	--
(d) Inter-Collegiate Affairs Committee	2	67%	1	33%
(e) Convention Committee	2	67%	1	33%
(f) Screening Committee	3	60%	2	40%
(g) Constitutional Revision Committee	6	100%	0	--
(h) Student Government Executive Committee	3	75%	1	25%
PENN VALLEY				
(a) Student Government	16	80%	4	20%
TOTAL	87	66%	45	34%

TABLE V. Full-Time Employment Categories and Salary Range By Sex Of Transfer and Occupational Curriculum Program Graduates

DISTRICT AGGREGATE - TRANSFER PROGRAMS

	Business		Industrial		Allied Health		Public Service		Other	
Salary Range	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
$0-$2,999	-	3	2	-	-	-	1	-	-	-
3- 4,999	2	1	-	-	-	1	-	-	2	1
5- 6,999	3	6	1	-	-	1	3	4	2	1
7- 8,999	13	2	7	-	2	2	6	3	3	2
9 & Over	16	-	14	-	-	-	7	-	3	-
No response	2	-	-	-	-	-	1	-	-	-
TOTALS	36	12	24	0	2	4	18	7	10	4

DISTRICT AGGREGATE - OCCUPATIONAL PROGRAMS

	Business		Industrial		Allied Health		Public Service		Other	
Salary Range	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
$0-$2,999	-	-	-	-	-	1	-	-	3	1
3- 4,999	2	12	1	-	-	6	-	1	1	2
5- 6,999	9	16	2	1	1	10	1	4	3	1
7- 8,999	10	3	4	-	1	26	4	1	-	3
9 & Over	15	1	3	-	-	3	18	2	4	-
No response	-	-	-	-	-	-	-	2	-	-
TOTAL	36	32	10	1	2	46	23	10	11	7

female transfer program graduates in selected occupational fields (Business and Public Service) as compared to male transfer graduates' salaries in the same fields, it is readily apparent that mean female salaries are on the average $2,000 to $4,000 lower than mean male salaries.

Similar data trends are observed for male and female occupational program graduates: male graduates are disproportionately distributed in the Business, Industrial, and Public Service occupational fields while female graduates demonstrate an extremely high concentration in the Business and Allied Health fields. Once again, mean salaries of female graduates are on the average of $2,000 to $4,000 lower than mean salaries of male graduates in the Business and Public Service occupational fields. It is significant to note that women entering a field of prevailing female employment--the Allied Health field--still evidence a mean salary ascription range ($5,000 to $9,000) that is consistently lower than ascribed to males ($7,000 to $11,000) in the occupational fields of greatest masculine concentration (Business, Industrial, and Public Service fields). Clearly, these results indicate that sex discrimination is neither initiated in higher education nor terminated in higher education--it is a phenomenen rooted in the effects of early childhood socialization for "appropriate" sex roles; reinforced through differential opportunities accorded females throughout higher education; and finalized in an equilibrium system prevalent in the economy as an institution of American society. A review of the available literature relevant to sex discrimination in higher education and academe (Rothschild, 1971; Bernard, 1971; Bayer and Astin, 1972; Cross, 1972) offers firm support for the truism that women's status in the world of work and equal opportunity is determined far in advance as a function of life-phase socialization undertaken by significant other persons (e.g., parents, teachers, agemates, etc.).

The status equilibration model presented in the introduction to the study articulated a three-phase life sequence representative of socialization experience internalized by women in American society. The third phase of this model was devoted

to Adulthood (Post-College)as a life-phase inclusive of occupational selection and entrance as well as individual mobility within academe and the professions. It was noted earlier that adulthood is characterized by a two-track system comprised of four distinct processes (i.e., graduate education, occupational entry, professional activities, and promotional patterning) that occur as a function of educational attainment and occupational selection.

A preliminary index of women's status in the professions relative to the employment status of women in the Metropolitan Junior College District is the measurement of sex distribution among non-academic personnel. Table VI reveals that a continual increase in non-academic employment personnel has occurred since the 1969-1970 academic year. At the same time, the table also reveals a slight increase (from 79 to 105 employees) in total number of women employees during the three-year time span but also a significant decrease (from 68 percent to 56 percent) in the percentage distribution of women employed in the Metropolitan Junior College District and its member colleges from 1969 to 1972. In short, although women employees have grown in number, employment of males has increased at a greater annual growth rate since the 1969-1970 academic year. Clearly, these data are indicative of a changing sex role composition relevant to non-academic occupational opportunities within the district and its member colleges. Therefore, several limitations are apparent in terms of non-academic employment status of women in the Metropolitan Junior College District:

1. Limitations are placed on the hiring of women in traditional female-dominated secretarial and clerical positions as a function of financial accountability in a resourceful multi-college organizational framework.

2. Limitations are placed on the employment of non-academic women in terms of the increasing number of male-dominated maintenance and service positions necessary to sustain continued progress in facilities development--the result being that sex composition of the non-academic labor force clearly changes in the direction of the male employee.

Other factors explanatory of the changing composition of the non-academic labor force are present but in a more latent form. The major implication of the causative

TABLE VI. Sex Distribution of Full-Time and Part-Time Non-Academic Personnel: 1969-1972

Year and College	SEX BREAKDOWN Male No.	%	Female No.	%	Total
1969-1970					
District	11	32	23	68	34
Longview	7	35	13	65	20
Maple Woods	8	38	13	62	21
Penn Valley	11	27	30	73	41
TOTAL	37	32	79	68	116
1970-1971					
District	13	34	25	66	38
Longview	12	40	19	60	31
Maple Woods	9	33	18	67	27
Penn Valley	17	33	34	67	51
TOTAL	51	35	96	65	147
1971-1972					
District	20	48	22	52	42
Longview	17	45	21	55	38
Maple Woods	13	41	19	59	32
Penn Valley	33	43	43	57	76
TOTAL	83	44	105	56	188

agents above with respect to the status of women in non-academic occupations is readily capable of observation. Under conditions of new facilities development and fiscal budget accountability, the non-academic occupational structure of the district changes from a framework geared toward female-dominated secretarial-clerical occupations to a framework developed upon para-professional male-dominated maintenance and service occupations.

One of the charges most frequently voiced by women in higher education is that men in similar positions are accorded a higher initial salary range as well as an accelerated pattern of promotion. These factors (salary range and pattern of promotion) were examined for male and female non-academic personnel in the Metropolitan Junior College District and the results are presented in Tables VII and VIII. Table VII reveals that there are significant salary differentials between non-academic men and women employed in the district and its member colleges. Specifically, men on the average earn $500 to $1200 more in gross income per year than do women.

TABLE VII. Mean Salary Rank of Male and Female Non-Academic Personnel in the Metropolitan Junior College District: 1971-1972

College	Mean Salary	
	Male	Female
Longview	$6,382 (n=17)	$6,306 (n=21)
Maple Woods	$6,501 (n=13)	$5,985 (n=19)
Penn Valley	$7,054 (n=33)	$5,851 (n=43)
District	$9,450 (n=20)	$6,352 (n=22)
Total	$7,407 (n=83)	$6,071 (n=105)

The greatest disparity between gross income levels of non-academic men and women occurs at the district level although this phenomenen does not remain entirely unexplained. A fundamental organizational characteristic of the district complex is its emphasis upon the utilization of a distinguishable group of non-academic educational specialists (e.g., media, graphics, photography, public information, research, etc.) in traditionally male-dominated fields. This characteristic has also been enculturated into member colleges of the district thereby accounting for a salary-rank system formulated not in terms of sex-linked characteristics but on the basis of possession of educational expertise. Certainly the argument can be advanced that women, through their lack of education in specific educational fields, do not possess the skills needed for occupational entry in traditionally high salaried male-dominated fields. This argument comprises the key element relative to the entire issue of women's status in higher education and the professions and will be considered in a discussion of implications of the study.

When attention is turned to data relevant to patterns of promotion among non-academic staff employed in the Metropolitan Junior College District (Table VIII), it is apparent that only 6 percent (11) of the present district staff of 188 non-academic employees maintain their present positions as a result of promotion since the commencement of their employment tenure. Of the aggregate of 105 female non-academic employees, 10 (9 percent) have received promotions while the same phenomenen holds true for 1 (1 percent) of the male non-academic employees (n=83). A subgroup of focal interest is the company of non-academic personnel (n=63) who have maintained employment with the district for three or more years. Of this number, 40 (63 percent) are women and 23 (37 percent) are men, and it is in terms of this group that the greatest incidence of promotion is observed.

TABLE VIII. Patterns of Promotion of Male and Female Non-Academic Employees of the Metropolitan Junior College District: 1971-1972

Non-Academic Personnel	PATTERNS OF PROMOTION				
	Male			Female	
	Total	Number and Percent Promoted		Total	Promoted
Total District Non-Academic Staff	83	1	1%	105	10 9%
District Non-Academic Staff Employed Three (3) Years or More	23	1	7%	40	10 25%

A more detailed analysis of data collected with respect to promotion patterns of non-academic women employees with tenure of three years or more indicates that three employees have achieved significant promotional attainment but only through a series of five or six gradual steps. Promotion patterns, in this context, would appear to be a result of vertical organizational mobility of male administrators under whom specific female employees were hired. Moreover, it is proposed that in few, if any, instances was it necessary that specific skill levels be exhibited in the entry position as a necessary precondition for occupational promotion. These data would appear to suggest that sex is not a major determinant of promotability among non-academic personnel but instead is replaced by the factor of strategic position in the role and status hierarchy of the district organizational structure--strategic in the sense that location in close proximity to an upwardly mobile administrator at the time of promotion significantly enhances the opportunity for non-academic

promotability.

In the present study, it is hypothesized in terms of the status equilibration model that women completing a secondary-level or college-level education arrive at a decision-making stage with important ramifications for their occupational status in higher education and the professions. Two questions emerge: should the individual pursue an advanced course of study at the undergraduate or graduate level or should a decision be made to forego higher education and enter the occupational market place? The data presented above relevant to the status of non-academic personnel in higher education are representative of the latter choice--a decision advanced in favor of occupational entry directly following completion of post-secondary educational requirements or at best the partial completion of selective undergraduate degree requirements. Those women who make the former choice--academic women--place major emphasis upon the attainment of administrative rank or faculty tenure within the public community college as a locus of higher education. Toward this end, data are presented relative to the status of women as measured by appointment to administrative positions in the Metropolitan Junior College District during temporal period 1964 through 1972.

Table IX indicates that the eight women who maintain administrative positions in the district represent a percentage distribution of 17 percent of the total number of administrative personnel employed by the district and its member colleges. Of these eight women, six were appointed to two-year positions as department chairmen and only two (25 percent) were appointed (through promotion) to positions in general administration and managerial components of the organizational complex. Observers can rightfully raise the possibility that there are a number of causative factors which may account for the relative lack of representation of women in administrative

TABLE IX. Status of Women in Administration in the Metropolitan Junior College District: 1971-1972

College and Administrative Classification	SEX			
	Male		Female	
LONGVIEW				
A. General Administration	4	100%	0	--
B. Managerial	0	--	0	--
C. Department Chairmen	4	67%	2	33%
MAPLE WOODS				
A. General Administration	4	100%	0	--
B. Managerial	1	100%	0	--
C. Department Chairmen	3	75%	1	25%
PENN VALLEY				
A. General Administration	8	89%	1	11%
B. Managerial	1	100%	0	--
C. Department Chairmen	7	70%	3	30%
DISTRICT				
A. General Administration	9	90%	1	10%
TOTAL	40	83%	8	17%

positions. Some of these factors may be articulated as follows:

1. The market constriction in evidence relevant to qualified women available for specialized administrative positions.

2. Lack of motivation toward attainment of administrative rank due to the "fear of success" syndrome (Cross, 1971; Bayer and Astin, 1972; Horner, 1972; Feather-Atkinson, 1972).

3. Lack of encouragement from parents, teachers, relatives, and agemates toward aspiration for administrative positions.

4. Duplicate family and career responsibilities.

5. Opportunities for administrative internships and in-service training have been limited for women--particularly in occupational-technical education.

The data indicate that women are under-involved in administrative decision-making in the district and its member colleges. This phenomenen would suggest a relatively high level of district acceptance of the normative-traditional male domination of administrative function and structure. In this same vein, the comparatively low level of organizational conflict stemming from women's reaction to under-representation in the administrative subculture may well reflect a basic acceptance of traditional sex-role ascription of non-administrative authority, or far more likely, it is indicative of an attitude of women toward satisfaction with non-administrative occupational roles. Lastly, it is significant to note that although the number of administrative positions in the district has increased from 9 to 33 over the past eight years, only two of these position have been filled by women. The normative promotional pattern operational in the Metropolitan Junior College District is based upon the socialization of administrative-oriented faculty in to line positions in the organizational complex. Clearly, however, this phenomenen has been entirely subject to male control and until the comparatively recent appointment of two female administrators who were formerly engaged in the instructional process, the constraint

on promotability of women into administrative positions was a traditional element in organizational practice.

During the past decade, a considerable amount of research activity has been conducted relative to the professional status of a second subculture of academic women: women faculty in higher education (Bernard, 1966; Wilson, 1966; Cross, 1971; Bayer and Astin, 1972). Of concern has been the question of whether or not women are adequately represented on faculties of American colleges and universities. Articulated in terms of the Metropolitan Junior College District, the question becomes one of determination of the percentage distribution of women on the full-time and part-time faculties of member colleges of the district. Table X reveals that the percentage distribution of full-time women faculty (34 percent) and part-time women faculty (30 percent) is indicative of district-wide imbalance in sex distribution of faculty. The imbalance assumes a greater level of gravity when a review is made of the percentage distribution of women faculty on a discipline-by-discipline basis--large proportions of women are involved in the specialization fields of the humanities and education whereas an increasingly larger proportion of men are involved in the physical sciences, social sciences, and occupational curriculum programs.

It is interesting to note that the percentage of full-time women faculty in the 1969-1970 academic year was 2 percent less than the 1971-1972 percentage distribution of full-time women faculty. A similar employment trend is observed for part-time faculty: between the academic years of 1969-1970 and 1971-1972 there has been an 8 percent increase in number of women faculty teaching in member colleges of the Metropolitan Junior College District. The general level of faculty imbalance continues, however, as approximately two-thirds of the district faculty are male. A factor contributing to the imbalance, of course, is the continuing development of new

TABLE X. Sex Distribution of Full-Time and Part-Time Faculty of the Metropolitan Junior College District: 1969-1972

	ACADEMIC STATUS														
	FULL-TIME					PART-TIME						TOTAL			
1969-1970	Male		Female		Total	Male		Female		Total		Male		Female		Total
Longview	31	78%	9	22%	40	29	80%	7	20%	36		60	79%	16	21%	76
Maple Woods	22	79%	6	21%	28	20	83%	4	17%	24		42	81%	10	19%	52
Penn Valley	51	61%	33	39%	84	75	77%	23	23%	98		126	69%	56	31%	182
TOTAL	104	68%	48	32%	152	124	78%	34	22%	158		228	74%	82	26%	310
1970-1971																
Longview	34	74%	12	26%	46	28	82%	6	18%	34		62	78%	18	22%	80
Maple Woods	30	88%	4	12%	34	26	72%	10	28%	36		56	80%	14	20%	70
Penn Valley	50	60%	36	40%	86	79	75%	27	25%	106		129	67%	63	33%	192
TOTAL	114	68%	52	32%	166	133	76%	42	24%	175		247	72%	94	28%	341
1971-1972																
Longview	51	80%	13	20%	64	43	74%	15	26%	58		94	77%	28	23%	122
Maple Woods	34	83%	7	17%	41	24	80%	6	20%	30		58	82%	13	18%	71
Penn Valley	65	53%	57	47%	122	76	66%	40	34%	116		141	59%	97	41%	238
TOTAL	150	66%	77	34%	227	143	70%	61	30%	209		293	68%	138	32%	431

occupational-technical curriculum programs requiring male faculty from traditionally male-dominated occupational fields: automotive technology, aeromechanics, administration of justice, and electronics to name a few. Quite to the contrary, however, a primary factor contributing to the gradual increase (6 percent) in total number of women faculty employed by member colleges of the district from 1969 to 1972 is the increasing number of female-dominated occupational programs (e.g., nursing, dental assistant, day care, etc.) which have been developed during the past three years. The number of female-dominated occupational programs, it would appear, will continue to expand as federal, state, and local occupational markets begin to exhibit greater accountability to women as a minority group in American society. In this way, the equality of sexes as measured by an equilibration model of proportional sex distribution among male and female faculty teaching in member colleges of the district, will receive objective examination from both intra-institutional and extra-institutional sources.

Although data relevant to the sex distribution of faculties in institutions of higher education has received considerable attention in higher education research, it has systematically excluded knowledge related to the nature and extensiveness of faculty participation in institutional governance. It is a nationally recognized phenomenen, for example, that most educational decision-making personnel are just beginning to acknowledge the role and status functions of academic women in establishing educational policy let alone their importance in shaping institutional goals. Therefore, it is a matter of current concern in higher education research that a systematic attempt be made to identify sex differentials manifest among faculty involved in institutional governance (i.e., faculty involved in district and college committee structure).

When analysis is undertaken relative to the sex distribution of committee membership involved in district and internal college affairs (Tables XI and XII) it is apparent that women are under-represented in terms of membership on district and college committees. Women are poorly represented on district level committees (Table XI) as data indicate that a percentage distribution of 16 percent of the membership of district committees are women. Moreover, when a review is conducted of data relevant to the status of women in terms of membership on administrative-level committees, the findings fall into a skewed distribution pattern with a major imbalance in evidence toward extensive male representation. Women are poorly represented on committees carrying decision-making authority, even if only advisory, and are seldom chosen to chair committees with a policy-making function.

Previous research has indicated that committee membership, independent of faculty rank or tenure, ensures greater authority in educational decision-making (Rothschild, 1971; Bernard, 1971; Bayer and Astin, 1971). If such findings are to be interpreted in terms of the percentage distribution of women retaining membership on internal college committees of the Metropolitan Junior College District (Table XII), it would be hypothesized that women are least adequately represented on institutional governance committees (e.g., President's Cabinet, College Advisory Committee, and College Instructional Committee) and most adequately represented on those committees concerned with curricula involving female-dominated occupations (e.g., dental assistant, nursing, day care, etc.) or current issues relevant to women's affairs.

The quantitative findings in Table XII support the inference that the relative absence of women on educational policy-making committees is reflective of a void in degree of power, authority, and influence that women may bring to bear upon the establishment and maintenance of institutional goals. However, it is logical that if

TABLE XI. Sex Distribution of Committee Membership on Standing Committees of the Metropolitan Junior College District: 1971-1972

Committee	SEX			
	Male		Female	
Chancellor's Council	13	93%	1	7%
Instructional Coordinating Committee	13	81%	3	19%
Student Personnel Services Committee	7	100%	0	--
Affirmative Action Committee	16	76%	5	24%
TOTAL	49	84%	9	16%

women, as a function of their lack of membership in administrative committees, retain a low level of decision-making responsibility, there will inevitably be a carryover of this phenomenen into academic governance. Viewing Table XIII from this perspective, it is evident that women faculty are under-represented on the Academic Senate thereby depriving them even further of decision-making power. Since membership in the Academic Senate is elective, it is conceivable that the small number of female members could result from either a reluctance on their part to serve in the organization or a failure to be elected by a predominantly male faculty subculture. It may well be that women possess few of the characteristics that underlie individual maintainence of academic authority: cosmopolitan background, administrative experience, research

TABLE XII. Sex Distribution of Committee Membership On Internal College Committees: 1971-1972

College and Committee	SEX				Total
	Male		Female		
LONGVIEW					
President's Cabinet	9	100%	0	--	9
College Instructional	10	71%	4	29%	14
College Library	8	83%	3	27%	11
Athletic	4	57%	3	43%	7
Developmental	6	67%	3	33%	9
Ad Hoc:					
Educational Specifications	5	63%	3	37%	8
Scholarship & Awards	4	67%	2	33%	6
Placement Testing	3	37%	5	63%	8
Commencement	8	89%	1	11%	9
Math,Eng,Physics & Tech.	4	100%	0	--	4
Allied Health	10	77%	3	23%	13
Publications Board	3	60%	2	40%	5
MAPLE WOODS					
President's Cabinet	4	100%	0	--	4
College Council	10	91%	1	9%	11
Curriculum	9	64%	5	36%	14
Student Affairs	7	87%	1	13%	8
Athletic	8	73%	3	27%	11
Catalog	2	67%	1	33%	3
Commencement	4	57%	3	43%	7
Educational Specifications	11	92%	1	8%	12
Governance	6	75%	2	25%	8
Scholarships and Financial Aid	4	67%	2	33%	6
PENN VALLEY					
President's Cabinet	9	90%	1	10%	10
College Advisory Council	14	100%	0	--	14
College Instructional	14	82%	3	18%	17
Developmental Committee	5	45%	6	55%	11
Mexican/American Advisory	9	64%	5	36%	14
Mexican/American Studies	14	76%	3	24%	17
Commencement	5	71%	2	29%	7
Nursing Program Coord.Com.	5	45%	6	55%	11
Business Services Com.	5	71%	2	29%	7
Student Services Com.	5	71%	2	29%	7
Traffic Control Com.	4	67%	2	33%	6
TOTAL	89	74%	32	26%	121

TABLE XIII. Sex Distribution of Membership Aggregate of the Academic Senate: 1971-1972

College	SEX			
	Male		Female	
Longview	4	80%	1	20%
Maple Woods	3	75%	1	25%
Penn Valley	8	75%	2	20%
TOTAL	15	79%	4	21%

interest, and professional mobility. Therefore, when women are statistically matched with men on a variable that reflects authority in academic governance (Academic Senate membership) they are apt to fall below men on a scale measuring level of authority, power, and influence relative to the academic decision-making process.

Discussion and Implications

The results of this study indicate that the status of women in higher education and the professions is predetermined as a function of early childhood socialization (by parents, teachers, administrators, and agemates) for traditional sex roles during adolescence and early adulthood. A model was formulated which represented the status equilibration of women in terms of differential opportunities for access and admission to specific curriculum programs and the professions. This model focused upon sex distribution as a major criterion variable for the quantitative and qualitative assessment of women's status in administrative, academic, and non-academic subcultures of the organizational spectrum. It is notable that a chronological life-phase sequence methodology was adopted for use in the model as consideration was given to the polarization of sex-role status during Adolescence, Early Adulthood, and Adulthood stages

of individual development in American society. Various researchers (Cross, 1971; Cless, 1971; Bayer and Astin, 1972) have presented evidence relevant to sex discrimination in higher education and the professions, yet most studies of this subject have been unsystematic and limited. Therefore, although it is clear that sex discrimination begins long before a woman enters academe as a student or trained professional, the focus of this study has been only on the academic status of women as students, non-academic personnel, administration, and faculty in comparison with that of men.

Traditionally, women's status in higher education and the professions has been defined chiefly in terms of a male-dominated academic reward system which places a high premium on aggressiveness, visibility, and credentialed scholarship--factors which are evaluated according to traditional sex-role status in American higher education. The findings, relevant to evaluating the status of women in the Metropolitan Junior College District (i.e., distribution of women in specific curriculum programs, administrative rank, non-academic positions, faculty rank, and academic committee membership), provide documentary evidence of imbalanced sex distribution in higher education. Observable differences occur as men outnumber women by almost a 3 to 2 ratio in terms of the sex distribution of the aggregate student body at member colleges of the district. Moreover, when analyses are conducted on a discipline-by discipline basis, it is apparent that women are under-represented in traditionally male-dominated occupational curriculum programs (e.g., aviation maintenance, electronics, automotive technology, climate control technology, etc.) and heavily represented in the traditional women's occupational curriculum programs (nursing, dental assistant, day care, etc.) normatively internalized during early childhood socialization. Significant differences between sex role status of men and women were also found (via intra-institutional assessment of proportional sex distribution

of men and women) on the following criterion measures:

1. Women graduates of transfer and occupational curriculum programs exhibit a greater tendency to enter low-salaried Allied Health and Public Service occupational fields than is apparent for men--in fields of shared entry (i.e., Business and Public Service), men traditionally obtained higher entrance salaries.

2. Women in non-academic positions, over a three-year period of time, have evidenced a relative decrease in percentage distribution of the total non-academic personnel subculture--the rationale being that the sex-role composition of non-academic personnel subculture occupational opportunities has changed from a secretarial-clerical type occupational base to a developmental-maintenance occupational base.

3. Non-academic men were far more likely than non-academic women to achieve an advanced salary rank as determined by accelerating promotional opportunities afforded in the Metropolitan Junior College District.

4. Women were significantly under-represented in administrative positions in the Metropolitan Junior College District--causative factors were articulated in terms of the market constriction relevant to qualified female administrators, lack of individual motivation, duplicate family and career responsibilities, and lack of in-service training for administrative career opportunities.

5. The sex distribution of male and female faculty, on a discipline-by-discipline basis in the Metropolitan Junior College District, is indicative of an imbalanced sex ratio as a large proportion of women are involved in the specialization fields of the humanities and allied health fields whereas an increasingly larger proportion of men are involved in the physical sciences, social sciences, and technological-based occupational programs--at a gross level of analysis, the intra-institutional assessment of proportional distribution of male and female faculty is reflective of an under-representation of women faculty employed by member colleges of the district.

6. The level of involvement of women in district and college committee membership and the Academic Senate is representative of a general lack of female participation in academic governance--sepcifically the ratio of male to female membership on district and college committees is approximately three to one which is indicative of latent sex bias in academe.

The relation of individual variables to the status of women in the Metropolitan Junior College District highlights the disadvantaged position of women in student, non-academic, administrative, and faculty subcultures of the district and its member

colleges. Although the argument could be advanced that few women possess the characteristics that determine academic and professional success--academic degree, actual experience in administration, research interests, success in publication, individual motivation, and occupational mobility--it is apparent that early childhood socialization for "traditional" sex roles has severed women from the opportunity to enculturate desirable characteristics for individual achievement. Furthermore, when women who have accomplished the internalization of desirable professional characteristics are statistically matched with men on the variables that determine academic rewards and professional status, they are still apt to fall below men in terms of rank and salary. Therefore, if over the current decade the Metropolitan Junior College District is to elevate the status of women through advanced program recruitment and hiring procedures, there are a number of critical implications which remain to be addressed. These implications and their meaning for the Metropolitan Junior College District are itemized as follows:

I Student Subculture

1. The active recruitment of women students to member colleges of the district in general and specialized occupational programs in particular--recruitment should take place in an institutional atmosphere of open curriculum admission requirements, standards, policies and procedures affecting full-time and part-time enrollment in both transfer and occupational curriculum programs.

2. A provision should be made for the socialization of women (through counseling) in terms of the "politics" of particular occupations--salary rank, opportunity for advancement, necessary administrative experience and techniques, effective leadership style, and other factors related to occupational mobility.

3. A district-wide program should be undertaken for the identification, formultation, and implementation of new curriculum programs for women--programs involving an interdisciplinary "mix" of courses (psychology, sociology, English, biology, history, economics, etc.) relevant to leadership potential and opportunities for women in American society.

4. Curriculum innovations should be established which permit women (as well as

men) to combine career-oriented training, work, and/or pursuit of a career, with their family and raising of children--requirements and procedures for full-time employment, credit transfers, and full-time and part-time enrollment should be flexible and equitable in accommodating the attendance and child-care needs of both full-time and part-time students.

5. Special counseling should be available to women students relative to their diverse needs in educational, vocational, health, and life planning.

6. Institutional governance structures should provide women with the opportunity for self-determination and self-direction in the activities of life on campus.

7. Placement policies and procedures should make available the same recruiting opportunities to men and women, and women should be encouraged to use the Placement Services to maximum potential regardless of recruitment specifications provided by employers.

II Faculty, Administration, and Non-Academic Subcultures

1. Equity should exist in salary, contract status, and fringe benefits for men and women in the same job categories.

2. Policies for recruiting for all vacancies of a non-academic, academic, or administrative nature--adequate time-frame periods should be allotted for staff recruitment and consideration should be given toward correcting the imbalance of men and women on the staff while maintaining standards for appointment or merit.

3. Nepotism regulations should be eliminated and a written institutional policy developed to establish clear standards of appointment on merit.

4. A provision should be made for the appointment of women to all decision-making committees; all institutional, faculty-staff senates or councils; departmental, college, and special task forces.

5. Precise definitions of part-time and full-time faculty, administrative, and non-academic staff should be developed in order that male and female staff are fully aware of their professional status.

6. Men and women on the non-academic staff should be given equal recognition in terms of salary and rank commensurate with actual position responsibilities.

7. The number of women in top-level administrative positions should be in proportion to their number on the staff and faculty.

8. The number of women trustees should be in proportion to the number of women in the district census population.

III District and College Practice

1. Child care facilities should be available for children of all students and employees as part of the day-care curriculum and laboratory school.

2. Male and female non-academic employees should be recruited early and on a competitive basis, provided equal opportunities for training and advancement based on their education and experience, and receive frings benefits comparable to academic personnel.

The academic determinants significant for equilibration of women's status in higher education and the professions are considered in each of the implications above. Although the Metropolitan Junior College District and its member colleges have made substantial progress toward attainment of many of the objectives articulated as part of these implications, there remains, however, the need for an objective examination of a reward system among student, non-academic, faculty, and administrative subcultures that encourages the development of bi-angular conflict between men and women in higher education. Clearly, there is questionable merit in maintaining a universal higher education reward system that does not contribute to the equalization of sexes and is fundamentally at odds with the educational objectives of American society.